

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

| | |
|-----------|-----------------------------------|
| 6 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 1 | High schools |
| 1 | K-12 schools |
| 10 | TOTAL |

2. District Per Pupil Expenditure: 16678

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---------------------------------------|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | 0 | 6 | | | 0 |
| K | 19 | 23 | 42 | 7 | | | 0 |
| 1 | 19 | 19 | 38 | 8 | | | 0 |
| 2 | 20 | 19 | 39 | 9 | | | 0 |
| 3 | 18 | 17 | 35 | 10 | | | 0 |
| 4 | 23 | 16 | 39 | 11 | | | 0 |
| 5 | 9 | 18 | 27 | 12 | | | 0 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 220 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
17 % Asian
71 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
6 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 29 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|--|--------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 27 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 36 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 63 |
| (4) | Total number of students in the school as of October 1. | 220 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.286 |
| (6) | Amount in row (5) multiplied by 100. | 28.636 |

8. Limited English proficient students in the school: 7 %

Total number limited English proficient 16

Number of languages represented: 2

Specify languages:

Vietnamese and Spanish

9. Students eligible for free/reduced-priced meals: 95 %

Total number students who qualify: 210

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 20

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>3</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>12</u> | <u>2</u> |
| Special resource teachers/specialists | <u>4</u> | <u>2</u> |
| Paraprofessionals | <u>6</u> | <u>0</u> |
| Support staff | <u>5</u> | <u>1</u> |
| Total number | <u>28</u> | <u>5</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 96% | 94% | 96% |
| Daily teacher attendance | 99% | 99% | 99% | 99% | 99% |
| Teacher turnover rate | 5% | 0% | 16% | 0% | 0% |
| Student dropout rate | 0% | 0% | 0% | 0% | 0% |

Please provide all explanations below.

In 2005-2006, our student attendance was affected by Hurricane Katrina. In 2006-2007, our teacher turnover was impacted by the loss of students due to Hurricane Katrina.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

| | | |
|--|---|---|
| Graduating class size | 0 | |
| Enrolled in a 4-year college or university | 0 | % |
| Enrolled in a community college | 0 | % |
| Enrolled in vocational training | 0 | % |
| Found employment | 0 | % |
| Military service | 0 | % |
| Other (travel, staying home, etc.) | 0 | % |
| Unknown | 0 | % |
| Total | | % |

PART III - SUMMARY

Nichols Elementary School is a small public, neighborhood school that is located in the heart of east Biloxi on the Mississippi Gulf Coast with a tremendous diversity that places it in a unique category. With its 300 year history, Biloxi has served as a huge melting pot for thousands of immigrants, who have chosen to reside in close proximity to the Mississippi Sound in a warm climate with a huge seafood industry. Casinos have recently surpassed fishing as the top industry, and Keesler Air Force Base continues to maintain a national focus, serving as one of the major military training installations in the country. It is undoubtedly Biloxi's multifaceted culture that has influenced the diversity that lives within the walls and halls of Nichols Elementary on a daily basis.

Nichols Elementary, a newly constructed state of the arts facility, anxiously opened its doors in August of 2004, to much media coverage and community excitement. The Nichols family has had a rich heritage in Biloxi since the late 1800's. The name has been etched in the History of Biloxi Public Schools, which is currently celebrating 150 years of implementing quality education for its students.

The enrollment at Nichols has experienced a transformation since Hurricane Katrina ravaged the Gulf Coast in 2005, with the school having a 327 pre-Katrina enrollment and currently having a 220 post-Katrina count.

The school has also transitioned from a K-6 school to a K-5 place of learning. Ninety-five percent of the student body has a free or reduced lunch status. In addition, 94% of the student population consists of African American, Asian, and Hispanic persuasions. Many of the families at Nichols are economically disadvantaged; however, this challenge has not limited the success of the students who display enthusiastic warmer and sensational smiles as they enter the doors of Nichols each day. In fact, Nichols has managed to maintain superior/star performance since opening its doors five years ago, and the learning culture is extremely focused on "Individualizing" instruction for every student.

Nichols has received several awards over the past several years worth capturing. The school has received the Value Added Award (presented by the Program of Research and Evaluation for Public Schools) for closing the achievement gap each year since the inception of the award. It has also been consistently recognized for being a Level 5, "Superior Performing" school as well as meeting "Adequate Yearly Progress." Nichols has received the Ronald McDonald Educational Grant for its after-school tutorial and creative arts program, and it has been recently chosen as one of the recipients of the Laura Bush Foundation grants to upgrade its library and media center. One of its teachers won the 2009 Beverly Biscoe Award for Outstanding Instruction and was also selected as the 2010 Mississippi Teacher of the Year Nominee for the district. In addition, the administrator was recognized during the mayor's State of the City Address for maintaining outstanding leadership and performance. Nichols has served as a "Model" school with many observers coming from afar to witness the "Secrets of Success" that have constructed a distinguished place for learning.

Community involvement is a vital component to Nichols' success. The Boys and Girls Club assists daily with the after-school tutorial program, the Learning Lighthouse. The Junior Auxiliary also lends its hands by offering the "Art in the Afternoon Program." A Navy Battalion does mentoring and tutoring during the instructional day while the Girl Scouts and City of Biloxi assist with character education. The local Peoples Bank has sponsored the Little Peoples' Bank at Nichols, teaching responsibility and financial maintenance to its students. Students make weekly deposits into their savings accounts, which are housed at the local bank.

Nichols has a creative setting accompanied with an innovative scheduling system that baffles most. Students receive numerous hands-on experiences in small groups or one-to-one settings throughout the day. Every teacher is a team member, who works diligently to reduce the pupil-teacher ratio in each classroom, which allows for more direct and authentic instruction to transpire. Technology is also a huge part of Nichols' quest to differentiate instruction throughout the day. Various software programs individualize instruction in

order for students to be challenged appropriately. If a student's skills are significantly lacking in a specific area, he or she can discreetly receive remedial instruction through technology while simultaneously keeping his or her self esteem in tact.

The mission at Nichols Elementary is to provide higher levels of learning for students and staff. Because of various obstacles, the students are encouraged to realize that their abilities are limitless. They acknowledge that they can “Soar higher than Eagles” with Nichols providing endless opportunities. The staff also assumes responsibilities for delivering authentic and differentiated instruction. They literally can’t stop and won’t stop until a successful strategy is discovered for each of the students. Nichols is truly committed to attaining its vision of Excellence from All, for All.....one student at a time.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In order to comply with federal guidelines under the No Child Left Behind Act (NCLB), Mississippi devised its Grade Level Testing Program (GLTP) in 2001-2002. Students in grades three-eight are administered the Mississippi Curriculum Test in the areas of Language Arts and Mathematics and are expected to display proficiency accordingly. The goal of the NCLB Act is to have all students proficient by the year of 2012.

These scores are utilized to measure our annual performance for the State of Mississippi Report Card and to ascertain Adequate Yearly Progress (AYP) calculations. AYP reports are constructed to illustrate how schools performed in relationship to the indicators outlined in the NCLB Act.

The main goal is truly a journey to close the gap in achievement. This is attained by moving students out of the “Minimal” and “Basic” performance areas into the “Proficient” and “Advanced” categories. In the newly designed state accountability model, a school can be rated as high as “Star” and as low as “Failing” based on these test scores. In order to be labeled a “Star” school, the school must not only meet a minimum of 200 Quality of Distribution points, but the school must have also met or exceeded its growth expectancy. The Quality of Distribution points are awarded based on student performance: 3 points for “Advanced”; 2 points for “Proficient” and 1 point for “Basic.” Nichols has recently been labeled a “Star” school, which means that its 2008-2009 performance has exceeded national standards.

The Mississippi Curriculum Test measures a student’s knowledge and skill level in the areas of Language Arts and Mathematics. The assessment for Language Arts consists of approximately 60 selected response items. The competencies include vocabulary, reading comprehension, writing, and grammar. In 2006-2007, students in sixth grade at Nichols had a proficiency rate of 83% but added rigor in 2007, with the revised version (MCT2), brought about new challenges and a reduced proficiency rate of 71% in 2007-2008. In light of the inspiration found in the words of famous poet, Oliver Goldsmith, "Our greatest glory consists, not in never failing, but in rising every time we fall," the school was able to quickly recover. The data and motivation forced the school to restructure and discover more opportunities for one-to-one instruction and interventions. In 2008-2009, the sixth grade performance rate increased to 87%. There have been very little differences in the performances in the African American subgroup over the years. For example, in 2008-2009, fourth grade Language Arts had a proficiency rate of 85%. The African American subgroup had a proficiency rate of 82%. The disparity rate of 3% only encompassed a few students who fell short of the cut-off by less than 2 points.

The Mississippi Curriculum Test for Mathematics includes approximately 60 multiple choice items and measures specific competencies such as number and operations, algebra, geometry, measurement, data analysis, and probability. In recent 2008-2009 performance data, 93% of all students at Nichols in grades three through five scored “Proficient” or “Advanced” in the area of “Mathematics.” In the school years of 2004-2005, 2005-2006, and 2006-2007, 96% of the second grade students scored “Proficient” or “Advanced.” Second grade students are no longer required to participate in the Grade Level Testing Program. In the school years of 2005-2006 and 2006-2007, 96% of the third grade students scored Proficient on the state assessment. From 2005-2008, 96% of the fourth grade students scored “Proficient or Advanced” on the Mississippi Curriculum Test. The fifth grade class has maintained steady increases with 2004-2005 demonstrating 88% proficiency, 2005-2006 displaying a 93% proficiency rate, and in 2006-2008 illustrating a convincing 96% at the Proficient and Advanced performance areas.

Additionally, the subgroups are experiencing great gains as well. Fourth grade African Americans in the area of mathematics have shown outstanding progress each year. In 2004-2005, 94% scored proficient. Ninety-six percent scored proficient or advanced in the following years: 2005-2006, 2006-2007, 2007-2008, and 2008-2009. In fifth grade mathematics in the year of 2004-2005, 86% in the African American

subgroup scored proficient. Ninety-six percent scored proficient or advanced on the Mississippi Curriculum Test in the following school years: 2006-2007, 2007-2008, and 2008-2009. Additional information regarding the state assessment system can be found at <http://orsap.mde.k12.ms.us:8080/MAARS/index.jsp>

Test results are thoroughly analyzed and instruction is adjusted accordingly. The teacher, principal, counselor and academic strategist consistently monitor the progress of each student to ensure not only excellence from all, but also growth for all at Nichols.

2. Using Assessment Results:

Nichols Elementary undoubtedly analyzes test data on a continuous, intentional basis. These scores, along with other school data, are utilized to evaluate, plan, and determine instructional needs in a quest to improve both student and staff performance. When the test results arrive in early July, the administrator echoes Steven Covey, a well known consultant of leadership and time management: "Begin with the end in mind." The principal immediately analyzes the scores and invites teachers to attend a Test Analysis session to review and initiate dialogue regarding each student's performance. The school-wide leadership team proceeds with its various gatherings to construct school improvement strategies. Goals and objectives are devised accordingly for each grade level. The Master Schedule is subsequently adjusted, the after-school tutorial program is reorganized, and all other resource classes are restructured to reflect the current needs.

Scores are disaggregated, and final analyses are presented to the entire faculty for discussion and scheduling of professional development sessions. Regardless of grade assignments, all teachers are responsible for assisting with the school-wide strategies. All teachers, regardless of grade level, begin their classes with a Daily Challenge to stimulate higher level thinking skills and to promote the rigor that is greatly needed in our instructional program. Teachers meet in team settings to identify "Challenged" learners and to devise daily interventions for each student who may be "At Risk." Those students scoring "Basic" or "Minimal" are placed in the Learning Lighthouse after-school program for additional assistance. Information is also reviewed to target students who may need to be exposed to more rigor in their instructional program. These enrichment activities are integrated during the instructional day as well as during the extended day.

Teachers also consider the data when constructing their weekly lesson plans as well as preparing their "Individualized" instructional strategies. The administrator conducts several informal observations where feedback is provided based on engagement and achievement. In addition, individual score reports are sent to parents as well, giving them the opportunity to offer reinforcement at home. Assemblies are also held to focus on achievement and promote the school's vision of Excellence from All, for All.

Scores are also examined in determining teacher effectiveness. Teachers with outstanding scores are recognized and encouraged to share their best practices during faculty meetings and in their instructional collaborations. Any teacher with a significantly high number of substandard scores is assigned professional development sessions at the District Learning Institute or other available training sites to improve his or her instructional effectiveness.

3. Communicating Assessment Results:

Nichols Elementary has promptly responded in accordance with the Federal and State mandate, regarding the dissemination of yearly performance results by publishing a "Report Card." This information is published in the local newspaper, and sent to all parents in a timely manner. In addition to being posted on the district and school websites, the district newsletter is mailed to parents and community members sharing this vital information with the entire public. The principal also delivers a "State of the School" address during Back to School Night, informing parents of our current status regarding NCLB as well as the State Accountability Model. Assessment results are thoroughly explained, and clarification is offered to those parents needing further explanation for their children's interpretation results. Strolling PowerPoints are also presented at all

family functions to remind the parents and community members alike of the school's performance. Nichols' test data can be accessed online at the district's website as well at www.biloxischools.net.

Teachers are in direct contact with parents, making phone calls, sending progress reports, and conducting parent-teacher conferences. Parents are encouraged to use the Information on Demand Internet System to access pertinent information such as grades, attendance, school activities and the specific skills that will be taught each term. Parents are also invited to sign up for the district e-letter, the *Windtalker*, which publishes all assessment data, school and district activities, and school accomplishments. The *Arrow* newsletter is delivered to all residents residing in the city of Biloxi, and it publishes assessment results of all Biloxi schools. In addition, the parents sign for the school handbook (available in three languages) that thoroughly explains the school's high standards of excellence such as rules, grading, the school calendar, and the state assessment program.

All stakeholders are encouraged to attend Title I meetings, quarterly Second Cup of Coffee gatherings, and scheduled PTO meetings where school performance is previewed, and school strategies are discussed. In addition, the school newsletter, Nichols News, promotes a celebration of excellence by highlighting the accomplishments of the school as well as individual student's successes.

4. Sharing Success:

Nichols Elementary has shared its success with various schools by collaborating with the Gulf Coast Education Initiative Consortium for the past five years. The principal along with several teachers have presented professional development sessions for the Consortium, offering best practices to educators along the Mississippi Gulf Coast. Nichols has also hosted the Leadership Gulf Coast Education Program each year and conducted several tours in partnership with the educational department at the University of Southern Mississippi. Additionally, Nichols has assisted with the educational internship for the University of Southern Mississippi, opening its classrooms for teacher candidates to train and observe for an entire semester.

Various schools from Jackson, Hattiesburg, and surrounding coastal counties have frequently observed to receive guidance and productive strategies to enhance their instructional programs. In fact, many teachers are in constant contact with the staff at Nichols, requesting resources and ideas be sent to them for skill reinforcement within their classrooms. The principal has also served as a mentor for new administrators within the district, offering expertise on being an Effective Instructional Leader while simultaneously creating a school climate that allows teachers as well as students to elevate growth and achievement by taking meaningful risks on their journey of excellence.

Nichols Elementary and its principal were recently featured in the front page story of the *Good News Newspaper*, highlighting the school's continuous success. The school was also featured in several Resilience stories covered by WLOX in post-Katrina reporting. The principal has been involved with the Intervention Initiative, presenting for educators at the LSU Math and Science Center in New Orleans, Louisiana, and sharing the Faces of Success post hurricane update at the Federal Programs Convention in Jackson, MS. In addition, the school demonstrated proper hand-washing techniques on WLOX in the wake of the Swine Flu pandemic. Nichols is slated to host the Fall 2010, Gifted Conference for the entire state of Mississippi. It would be quite an honor to share a Blue Ribbon status with the entire conference, spotlighting our "Story for Success" during this time.

If Nichols is chosen as a Blue Ribbon School, it will undoubtedly continue to offer guidance and best practices to surrounding schools and universities. Our story of how schools and students can rise above poverty and its challenges to become a beacon of hope and prosperity is worth spreading throughout the United States. Excellence from All, for All is a vision that will drive Nichols as it continues to soar to greater heights.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Nichols' curriculum provides every student with an individualized, hands-on approach to learning. The curriculum includes reading, integrated language arts, mathematics, science, social studies, and Mississippi History. Technology plays an important role in all aspects of the curriculum.

The key components of the reading program focus on the incorporation of McGraw-Hill, Scott-Foresman, and Accelerated Reading programs. The following software programs offer invaluable, differentiated opportunities for all students: Skills Tutor, Achieve3000, Practice Planet and Study Island. There is also an integration of Study Buddies, hand-held computers, to enhance the learning interest and skill focus for students. Struggling students are assigned to the Reading/Language Arts lab for additional assistance. Many incentives support our efforts for success in Reading and Literacy such as the Reading Super Bowl, Character Dress-Up Day, and Reading Spirit weeks.

Language Arts has a writing focus that is embedded in all aspects of the curriculum. Although grammar and communication are targeted, the writing component is an important part of the implementation. A writing showcase is featured throughout the building, and a monthly writing contest encourages all to express themselves on paper. Whether the students are communicating with their e-pals from New Zealand, Austria, or Ireland, they are totally engaged with writing and acquiring more skills to aid in their written expressions.

The math focus includes many of the same programs such as McGraw-Hill, Accelerated Math, Math Connects, Every Day Counts, and Math for Today. All of these resources offer mixed practice skills to provide the needed repetition and application to assist in making the necessary connections to ensure mastery and ownership. In addition to these materials, the following software programs are integrated to incorporate the differentiated instruction through the use of technology: Skills Tutor, Achieve3000, Practice Planet, and Study Island. The Math Lab is also available for those challenged students to receive more hands-on interventions.

Science is offered in all grade levels, centering around experiments with a "Writing Across the Curriculum" target. Software is also utilized such as Study Island and Education City. Additionally, Volunteers from Keesler Air Force Base and Dupont are extremely involved with the Science implementation, preparing students for the Science Fair and Robotics competitions. Nichols has been recently selected to participate in an environmental grant to foster more awareness of the wetlands and other environmental resources.

Social Studies is offered at all grade levels with Mississippi History being studied in grade four. An integration of Language Arts drives the Social Studies curriculum as students learn about their communities and their global environment as well. A Geography Bee captures the interest and excitement of all while simultaneously supporting the desired mastery of skills.

The academic program is surrounded with high standards and rigor for each student. Teachers' delivery methods are directly aligned with Norman Webb's Depth of Knowledge. The instructional day is in direct compliance with the state mandated 330 minutes of instruction with great emphasis being placed on Language Arts and Mathematics.

The academic program is supplemented with the fine arts. Music, choir, art, physical education, and band have all been offered during the instructional day. The Music department integrates instructional skills into its daily program. Whether the students are singing the Initial Consonant song where every kindergartner goes through the alphabet, singing the name of a noun when it is his or her turn, or fifth graders learning the State

Capital songs or even constructing their own self-esteem tune; every student is fully engaged in meaningful activities. The school's Physical Education department is focused around a Project Fit curriculum that fosters being physically fit and making sound nutritional decisions. A proclamation from the governor was awarded to the school with a guest appearance by the state's first lady when the program kicked-off in 2007. The school's art department is definitely visible in the school as well, constructing a children's gallery that is admired by all visitors in the school. The students also participate in numerous community art contests that have brought several display ribbons for everyone to enjoy. In addition, the after-school program offers pottery, dance, sporting clinics, and drama to make available opportunities that are typically inaccessible to our economically challenged families.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Nichols Elementary's reading curriculum is centered around the areas of reading comprehension, phonemic awareness, writing, listening, speaking, and research and inquiry as outlined in the Mississippi Curriculum Framework. Because reading is the nucleus of all other subject matters, building fluency and promoting improved comprehension are top priorities at Nichols. The integration of several programs such as McGraw-Hill, Scott Foresman, Project Read (a multi sensory alternative reading program), Skills Tutor, Achieve3000, and Study Island software programs work systemically to support the Reading Curriculum. These programs are chosen for their components of vast differentiation. In addition to these programs, all classrooms implement instructional stations to enhance and maximize learning opportunities. The year begins with an analysis of the test data from the previous year, accompanied with a surge of informative assessments. After all analyses are reviewed and informal assessment are administered, classroom prescriptions are developed by classroom teachers and resource instructors that focus on maximum growth. Interventions are conducted through the use of the following software programs: Headsprout, Lexia, and Reading Center. In addition, after-school tutorial sessions are offered to any student (free of charge) who is in need of additional assistance.

Differentiating instruction is an urgent practice for not only reading but all other subjects as well. Research indicates that students are most successful when they are receiving appropriate "Individualized" instruction. The Master Schedule has also been devised to further differentiate instruction by providing each class with an "Individualized Instructional Time" to ensure that one-to-one instruction takes place intentionally and daily. Creative instruction has its place as well with the school's broadcasting station. Students demonstrate their reading and writing capabilities by producing a morning news program that is broadcasted throughout the school.

The District Learning Institute helps to ensure that the reading curriculum is aligned, and it also assists in maximizing teachers' delivery methods by highlighting best practices. Those teachers in need of additional assistance and support are assigned sessions accordingly. In fact, the administrator increases the informal observations to provide more feedback and modeling in improving teacher effectiveness.

Nichols' also offers gifted classes for those qualifying students to enhance their instructional opportunities. These students receive regular instruction from a certified gifted teacher who constructs plans for students to compose music, write newspaper articles, create a school brochure, construct robotics, create a podcast, and even devise their own inventions.

Additionally, our English Language Learners participate in supplementary instruction, led by a highly qualified teacher, to assist in the English language acquisition. They also participate in various Language fairs to support their transition into English. Our Multicultural Day celebrations foster cultural awareness and knowledge for all to appreciate and apply to other facets of their daily lives.

3. **Additional Curriculum Area:**

Innovative teaching strategies such as the stock market, the Winn Dixie simulation, the Little Peoples Financial Institution, and other hands-on activities have made a tremendous difference in the area of mathematics, specifically application and problem-solving. Students at the fourth and fifth grade levels scored 96% on the recent MCT2 assessment. Students in fourth grade, had over 50% of the students scoring “Advanced” and fifth grade had over 40% in the “Advanced” performance area. Promethean "Interactive" Boards, hand-held computers, quiz bowls, one-to-one instruction, and other strategies immensely enhance the skills presented in this subject area. Nichols’s fifth grade stock market team took top state honors in the Stock Market State Challenge of 2009.

The “Individualizing” of instruction provides invaluable opportunities for teachers to work one-to-one with each student, ensuring that the instructional program is meeting the needs of not only each subgroup but more importantly, the various needs of each student. Various software such as Skills Tutor, Practice Planet, Achieve3000, and Study Island present differentiated options for students to receive both remedial and enriched instruction each day. In the event, that struggling students require more interventions, the Learning Lighthouse after-school program is considered.

The students participate in the yearly Academic Competition Enhancement (ACE) program, which is a coastal competition for students in the core subject areas. In 2009, our students won distinct recognition in the area of Mathematics. In addition, fourth and fifth grade classes are consistently included on the *Best in the State* list, published by the Clarion Ledger (state newspaper).

The school’s mission is to provide higher levels of learning for both students and staff alike, focusing all toward a more challenging and rigorous instructional program. The math curriculum has attained an elevation of success that truly exemplifies our vision of Excellence from All, for All.

4. **Instructional Methods:**

Although Nichols Elementary integrates a vast variety of instructional methods, its claim to academic fame greatly centers around the implementation of “Individualized Instruction.” Teachers are assigned an “Individualized Instructional Time” with the Master Schedule where the resource team partners with the teachers to reduce the pupil-teacher ratio and subsequently work one-to-one with students to ensure mastery at all levels. Textbooks are periodically utilized as a resource with hands-on activities and projects incorporated daily to illustrate the skills for more comprehension and conceptual learning.

Collaboration is encouraged and evident with a recent presentation by the Art, Language Arts, and Math teams where the students constructed an original toy in Santa’s Workshop. They subsequently described the materials they utilized in terms of length and width. The students then used written expression to describe their creations and why they were unique. These displays gained great popularity with the tour teams.

Additional resources are incorporated as well such as technology, role playing, projects, scavenger hunts, and a broadcast station. The teachers make the effort to provide immediate feedback to students and intervene in a timely manner to promote continual learning for all students. Reteaching and retesting are vital components of Nichols’ instructional program, which sends the message that all students are expected to move toward the ultimate goal of growth for all.

The Math and Language Arts labs offer additional opportunities for students to assist in closing the instructional gaps. The resource team works in direct collaboration with classroom teachers to ensure instructional alignment. They also research best practices for immediate implementation. These resource areas have small pupil-teacher ratios to enable the teachers to work with the students individually.

The after-school program, The Learning Lighthouse, truly lights the path for student success. This program offers Language Arts and Math tutorial sessions four days a week with Fridays being reserved for creative arts activities. The Learning Lighthouse also provides homework help and technological opportunities for its participants. This after-school program allows the school to extend the school day while enlisting the assistance of the Boys and Girls Club and the community volunteers for its creative arts component.

Excellence from All, for All is again displayed throughout the instructional day, and the entire community supports Nichols' efforts to maintain a learning environment of perpetual hope and exceptional growth.

5. Professional Development:

Nichols Elementary's professional development program unequivocally focuses on the premise that faculty enhancement should center around what students need to learn and what specific practices can assist in attaining improved student achievement. In August of each year, a thorough analysis of the "State of the School" is conducted. All information and data from the previous school year are carefully examined by the Leadership Team. Strategic planning meetings are then scheduled to identify areas that the school needs to focus. Subsequently, professional development sessions are outlined and pursued accordingly.

The first site that is consistently considered is the District Learning Institute, which offers a wide variety of training opportunities, ranging from curriculum alignment to classroom management techniques. Multiple technology sessions are also offered to keep all staff members on the "Cutting Edge." These courses are offered during the instructional day to ensure more participation. Additionally, new teachers receive comprehensive training through an induction program. Each new employee attends a comprehensive training at the institute and is assigned a building mentor to provide follow-up training at the school site.

Since professional development is most successful when it is implemented on an ongoing basis, follow-up discussions and refreshers are held during weekly faculty and team meetings. Teachers are also encouraged to attend conferences and seminars outside of the district as funding permits. In addition, the administrator attends various training sessions, ranging from leadership academies to federal and assessment updates. All of the received information is shared with the faculty and implemented when applicable.

Nichols Elementary's professional development program has a direct impact on student achievement, and it is quite evident that our students can attain great success in spite of our high poverty level of 95%. Nichols' staff members are committed to the educational process, and they realize that they are a part of a community where students and teachers alike must continue in their quest of becoming life long learners, which is the ultimate goal of education.

6. School Leadership:

Nichols Elementary has a strong belief that leadership drives all aspects of the daily operations that exist within the school. The attitudes that dwell within classrooms are also a reflection of the leadership that has been established accordingly. Nichols has a Lead Council Team and a Stakeholder Committee that offer invaluable input for the school. The Lead Council is comprised of teachers from each grade level and department, working collaborately to promote a focused, positive school climate for the success of all students. The Stakeholder Committee consists of parents, teachers, community leaders and students, who meet quarterly to review curriculum, finances, and school goals. Teachers also meet in teams (both within grade levels and across grade levels) to discuss the frameworks and to ensure that all teachers have access and knowledge of all available resources.

In addition, committees function and collaborate as designed, incorporating the participation of all staff members. Subcommittees are devised to study and implement school-wide initiatives such as the positive behavior system, which focuses on improving student behavior through the use of the Nichols' nickels. Under

this premise, the students earn paper nickels when they are displaying positive behaviors. These nickels are redeemable in the Nichols Store that is funded by the PTO.

The role of the principal is truly a vital component of the leadership equation. The principal works diligently to be the versatile leader, who drives the instructional program daily. She meets on a regular basis with teachers, to discuss the progress of each student while simultaneously making suggestions for improved progress. The principal also meets weekly with the faculty and various teams to ensure that policies are explained through the use of PowerPoint presentations and school-wide bulletins. In the recent "We Lead Survey," the principal received scores of 92%-100% on all indicators with the morale piece receiving a remarkable 100%. The principal was also nominated as one of the most influential women on the Gulf Coast in 2007, and has recently received an invitation to join the Who's Who's 2010 edition. The principal is truly "On the pulse" of daily school activities, and works untimely to prove that high poverty schools can attain greater achievement. The vision, Excellence from All, for All, definitely begins with the school leader at Nichols Elementary.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008 Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | | | 96 | 96 | 96 |
| % Advanced | | | 87 | 63 | 83 |
| Number of students tested | | | 23 | 24 | 36 |
| Percent of total students tested | | | 100 | 100 | 100 |
| Number of students alternatively assessed | | | 0 | 0 | 0 |
| Percent of students alternatively assessed | | | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | 96 | 96 | 96 |
| % Advanced | | | 85 | 65 | 81 |
| Number of students tested | | | 20 | 17 | 31 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | 96 | 96 | 96 |
| % Advanced | | | 86 | 56 | 71 |
| Number of students tested | | | 14 | 16 | 17 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | 96 |
| % Advanced | | | | | 93 |
| Number of students tested | | | | | 14 |

Notes:

The largest other subgroup is Asian. Scores between 96%-100% must be reported at 96%.

Subject: Reading

Grade: 2

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008

Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | | | 96 | 96 | 94 |
| % Advanced | | | 70 | 73 | 63 |
| Number of students tested | | | 23 | 24 | 36 |
| Percent of total students tested | | | 100 | 100 | 100 |
| Number of students alternatively assessed | | | 0 | 0 | 0 |
| Percent of students alternatively assessed | | | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | | | 96 | 96 | 94 |
| % Advanced | | | 70 | 74 | 83 |
| Number of students tested | | | 20 | 17 | 31 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | 96 | 96 | 88 |
| % Advanced | | | 61 | 69 | 44 |
| Number of students tested | | | 14 | 16 | 17 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | 96 |
| % Advanced | | | | | 72 |
| Number of students tested | | | | | 14 |

Notes:

The largest other subgroup is Asian. During the years when Reading and Language were assessed separately (2004-2005, 2005-2006, 2006-2007), we were instructed to enter an average score for the two subtests. In addition, scores between 96% and 100% must be reported at 96%.

Subject: Mathematics

Grade: 3

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008

Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 86 | 92 | 96 | 96 | 96 |
| % Advanced | 19 | 35 | 74 | 79 | 45 |
| Number of students tested | 26 | 26 | 23 | 19 | 47 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 85 | 96 | 96 | 96 | 96 |
| % Advanced | 15 | 33 | 79 | 73 | 45 |
| Number of students tested | 33 | 24 | 19 | 15 | 42 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 86 | 87 | 96 | | 96 |
| % Advanced | 14 | 20 | 67 | | 35 |
| Number of students tested | 28 | 15 | 12 | | 34 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | 92 |
| % Advanced | | | | | 23 |
| Number of students tested | | | | | 13 |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | 96 | | |
| % Advanced | | | 80 | | |
| Number of students tested | | | 10 | | |

Notes:

The largest other subgroup is Asian. Subgroups were limited in 2005-2006 due to Hurricane Katrina. Scores between 96%-100% must be reported at 96%.

Subject: Reading

Grade: 3

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008

Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 69 | 92 | 96 | 95 | 92 |
| % Advanced | 22 | 42 | 46 | 58 | 34 |
| Number of students tested | 36 | 26 | 23 | 19 | 47 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 67 | 96 | 96 | 93 | 91 |
| % Advanced | 21 | 42 | 53 | 47 | 60 |
| Number of students tested | 33 | 24 | 19 | 15 | 42 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 71 | 87 | 96 | | 88 |
| % Advanced | 21 | 27 | 42 | | 27 |
| Number of students tested | 28 | 15 | 12 | | 34 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | 89 |
| % Advanced | | | | | 8 |
| Number of students tested | | | | | 13 |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | 96 | | |
| % Advanced | | | 45 | | |
| Number of students tested | | | 10 | | |

Notes:

The largest other subgroup is Asian. Subgroups were limited in 2005-2006 due to Hurricane Katrina. During the years when Reading and Language were assessed separately (2004-2005, 2005-2006, 2006-2007), we were instructed to enter an average score for the two subtests. In addition, scores between 96%-100% must be reported at 96%.

Subject: Mathematics

Grade: 4

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008

Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 96 | 96 | 96 | 96 | 96 |
| % Advanced | 53 | 48 | 94 | 92 | 81 |
| Number of students tested | 26 | 27 | 17 | 26 | 32 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 95 | 96 | 96 | 96 | 96 |
| % Advanced | 55 | 52 | 90 | 91 | 78 |
| Number of students tested | 20 | 25 | 10 | 21 | 28 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 96 | 96 | | 96 | 94 |
| % Advanced | 41 | 23 | | 93 | 71 |
| Number of students tested | 17 | 17 | | 15 | 17 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | 96 |
| % Advanced | | | | | 90 |
| Number of students tested | | | | | 10 |

Notes:

The largest other subgroup is Asian. Subgroups were limited in 2005-2006 due to Hurricane Katrina. Scores between 96% and 100% must be reported at 96%.

Subject: Reading

Grade: 4

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008

Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 85 | 68 | 96 | 96 | 94 |
| % Advanced | 27 | 15 | 60 | 64 | 71 |
| Number of students tested | 26 | 27 | 17 | 26 | 32 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 85 | 68 | 96 | 96 | 95 |
| % Advanced | 25 | 12 | 75 | 58 | 56 |
| Number of students tested | 20 | 25 | 10 | 21 | 28 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 82 | 53 | | 96 | 85 |
| % Advanced | 18 | 12 | | 74 | 65 |
| Number of students tested | 17 | 17 | | 15 | 17 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | 96 |
| % Advanced | | | | | 55 |
| Number of students tested | | | | | 10 |

Notes:

The largest other subgroup is Asian. Subgroups were limited in 2005-2006 due to Hurricane Katrina. During the years when Reading and Language were assessed separately (2004-2005, 2005-2006, 2006-2007), we were instructed to enter an average score for the two subtests. In addition, scores between 96%-100% must be reported at 96%.

Subject: Mathematics

Grade: 5

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008

Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 96 | 96 | 96 | 93 | 88 |
| % Advanced | 39 | 29 | 83 | 64 | 49 |
| Number of students tested | 31 | 21 | 23 | 14 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 96 | 96 | 96 | 92 | 88 |
| % Advanced | 42 | 29 | 85 | 58 | 50 |
| Number of students tested | 26 | 17 | 20 | 12 | 42 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 96 | 96 | 96 | | 86 |
| % Advanced | 29 | 8 | 80 | | 36 |
| Number of students tested | 21 | 13 | 15 | | 28 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | 96 |
| % Advanced | | | | | 83 |
| Number of students tested | | | | | 12 |

Notes:

The largest other subgroup is Asian. Subgroups were limited in 2005-2006 due to Hurricane Katrina. Scores between 96% and 100% must be reported at 96%.

Subject: Reading

Grade: 5

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008

Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 68 | 91 | 93 | 95 | 93 |
| % Advanced | 19 | 14 | 57 | 79 | 22 |
| Number of students tested | 31 | 21 | 23 | 14 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 73 | 88 | 96 | 94 | 94 |
| % Advanced | 19 | 12 | 60 | 76 | 22 |
| Number of students tested | 26 | 17 | 20 | 12 | 42 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 62 | 85 | 96 | | 91 |
| % Advanced | 14 | 0 | 47 | | 18 |
| Number of students tested | 21 | 13 | 15 | | 28 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | | 96 |
| % Advanced | | | | | 34 |
| Number of students tested | | | | | 12 |

Notes:

The largest other subgroup is Asian. Subgroups were limited in 2005-2006 due to Hurricane Katrina. During the years when Reading and Language were assessed separately (2004-2005, 2005-2006, 2006-2007), we were instructed to enter an average score for the two subtests. In addition, scores between 96% and 100% must be reported at 96%.

Subject: Mathematics

Grade: 6

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008

Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 83 | 75 | 83 | 91 | 95 |
| % Advanced | 22 | 29 | 67 | 68 | 5 |
| Number of students tested | 23 | 28 | 18 | 22 | 45 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 1 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 5 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 84 | 76 | 85 | 88 | 96 |
| % Advanced | 21 | 32 | 61 | 82 | 57 |
| Number of students tested | 19 | 25 | 13 | 17 | 37 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 86 | 67 | 79 | | 96 |
| % Advanced | 7 | 17 | 64 | | 45 |
| Number of students tested | 14 | 18 | 14 | | 20 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | 96 | 96 |
| % Advanced | | | | 96 | 80 |
| Number of students tested | | | | 10 | 15 |

Notes:

The largest other subgroup is Asian. Subgroups were limited in 2005-2006 due to Hurricane Katrina. Scores between 96% and 100% must be reported at 96%.

Subject: Reading

Grade: 6

Test: MCT/MCT2

Edition/Publication Year: 2000-2001/2007-2008

Publisher: CTB McGraw-Hill/Pearson Educational

| | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 87 | 71 | 83 | 96 | 87 |
| % Advanced | 9 | 4 | 12 | 25 | 12 |
| Number of students tested | 23 | 28 | 18 | 22 | 45 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 1 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 5 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students | | | | | |
| % Proficient plus % Advanced | 95 | 68 | 77 | 94 | 87 |
| % Advanced | 5 | 4 | 8 | 24 | 12 |
| Number of students tested | 19 | 25 | 13 | 17 | 37 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | 88 | 78 | 79 | | 80 |
| % Advanced | 0 | 6 | 7 | | 13 |
| Number of students tested | 14 | 18 | 14 | | 20 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. Limited English Proficient Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Largest Other Subgroup | | | | | |
| % Proficient plus % Advanced | | | | 96 | 93 |
| % Advanced | | | | 35 | 17 |
| Number of students tested | | | | 10 | 15 |

Notes:

The largest other subgroup is Asian. Subgroups were limited in 2005-2006 due to Hurricane Katrina. During the years when Reading and Language were assessed separately (2004-2005, 2005-2006, 2006-2007), we were instructed to enter an average score for the two subtests. In addition, scores between 96% and 100% must be reported at 96%.